DOCUMENT RESUME

ED 397 905 JC 960 514

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TITLE	Follow-Up Study of Recent Harper College Graduates--Focus on Evaluation of English Courses. Volume XXIV, Number 11.
INSTITUTION	William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE	Nov 95
NOTE	27p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Basic Skills; *College English; *College Graduates; Community Colleges; Followup Studies; Graduate Surveys; Outcomes of Education; *Participant Satisfaction; Student Attitudes; *Student Placement; Two Year Colleges
IDENTIFIERS	William Rainey Harper College IL

ABSTRACT

In spring 1995, William Rainey Harper College in Illinois surveyed graduates from 1994 to determine their current status, the frequency with which they used cognitive skills, the degree to which they were prepared in the skills, and their evaluation of their placement in English courses. Of the 1,437 graduates from 1994, a random sample of 471 were surveyed, with 375 returning completed questionnaires. Study findings included the following: (1) for graduates who were transfer majors, 67.3% had transferred, 37.2% were employed full-time, and 27% were employed part-time; (2) for graduates who were career majors, 16.5% had transferred, 67.6% were employed full-time, and 18.6% were employed part-time; (3) of seven different cognitive skills listed in the survey, the most frequently used skill cited by students was problem-solving, while the only other skill that respondents reporting using more than occasionally was reading reports and books; (4) 60% took assessment tests and were placed directly into college-level English, 22% fulfilled their English requirements elsewhere, and only 10% were placed into remedial English; and (5) of those placed into remedial English, 7.6% felt it was a "waste of time" and 6.2% thought that it had helped them succeed. The survey instrument is appended. (BCY)

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ED 397 905

William Rainey Harper College

Office of

PLANNING and RESEARCH

Volume XXIV, No. 11
November 1995

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

FOLLOW-UP STUDY OF RECENT HARPER COLLEGE GRADUATES - FOCUS ON EVALUATION OF ENGLISH COURSES

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ABSTRACT

The purpose of this study was to follow-up recent Harper graduates to learn their current status, frequency of using cognitive skills, the degree to which they were prepared in these skill areas, and how they evaluated how they were placed in English courses.

Those 1,437 students graduating in calendar year 1994 were identified as the survey population and a random sample of 471 was chosen. The survey instrument was mailed twice and a telephone follow-up was made to those not responding. In the end, 375 completed surveys were received for an 80 percent response rate.

Results of the survey showed that as would be hoped, two thirds of the transfer majors did transfer while two thirds of the career majors were employed full time. Compared to past studies, more were transferring to in-state public institutions. The most frequently used cognitive skill used in their present situation was problem solving and the vast majority of students felt well prepared in these cognitive skill areas. The majority of the graduates were assessed and placed directly into English 101 and 102 and almost all of these graduates felt this was the correct placement.

On the other hand, over half of the 10 percent who were placed in remedial English/Reading thought their placement was not the correct decision.

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Purpose

The purpose of this study was to follow up recent Harper College graduates to learn their current status, frequency of using cognitive skills and degree to which they were prepared in these skill areas, and how they evaluated how they were placed in English courses. This was one part of the program review process to evaluate the English Department. The study was requested by Dr. Larry Kent.

Methodology and Population Surveyed

The survey instrument which is shown in the appendix was developed jointly by Dr. Kent and the Office of Planning and Research. The sample surveyed was obtained by identifying all the Harper College graduates of calendar year 1994 of which there were 1,437. A random sample of 471 was drawn from this population. After two mailings and a telephone follow-up, 375 completed surveys were received for a response rate of 80 percent.

Major Conclusions

As would be hoped, two thirds of the transfer majors did transfer while two thirds of the career majors were employed full time. Compared to past studies more were transferring to in-state public institutions. The most frequently used cognitive skill used in their present situation was problem solving and the vast majority of students felt well prepared in these cognitive skill areas. The majority of the graduates were assessed and placed directly into English 101 and 102 and almost all of these graduates felt this was the correct placement. On the other hand over half of the 10 percent who were placed in Remedial English/Reading thought their placement was not the correct decision.

Discussion of Results

Their current situation is largely dependent on whether they were transfer or career majors at Harper College. For transfer majors, two thirds of them have already transferred and only 37 percent are employed full time. On the other hand for career majors, two-thirds are employed full time and only 17 percent have transferred at this point.

In analyzing where these students were transferring to, over two-thirds (68%) were attending in-state public institutions while a fourth were attending in-state private institutions and only 7 percent were attending college out-of-state. Previous studies of graduates who had been away from Harper College 3-5 years showed, at most, only 56 percent attended in-state public institutions, at least 29 percent attended Illinois private institutions and 15 percent attended out-of-state schools. It is not clear whether this was a deviant sample or that recent graduates tend to go first to in-state institutions and gradually drift away to private or out-of-state institutions. Another possibility is that there has been a recent sudden change to where students transfer. Since this study was composed of graduates only and all past studies have been mixtures of graduates and non-graduates, it is possible graduates tend more to go to in-state public institutions than non-graduates.

After transferring, the fields they were most likely to major in were business (23%), social sciences (23%), education (19%), and liberal arts (16%). Only 7.5 percent transferred into science and math fields and only 3.5 percent transferred into engineering and technology fields. Seven percent transferred into health related fields.

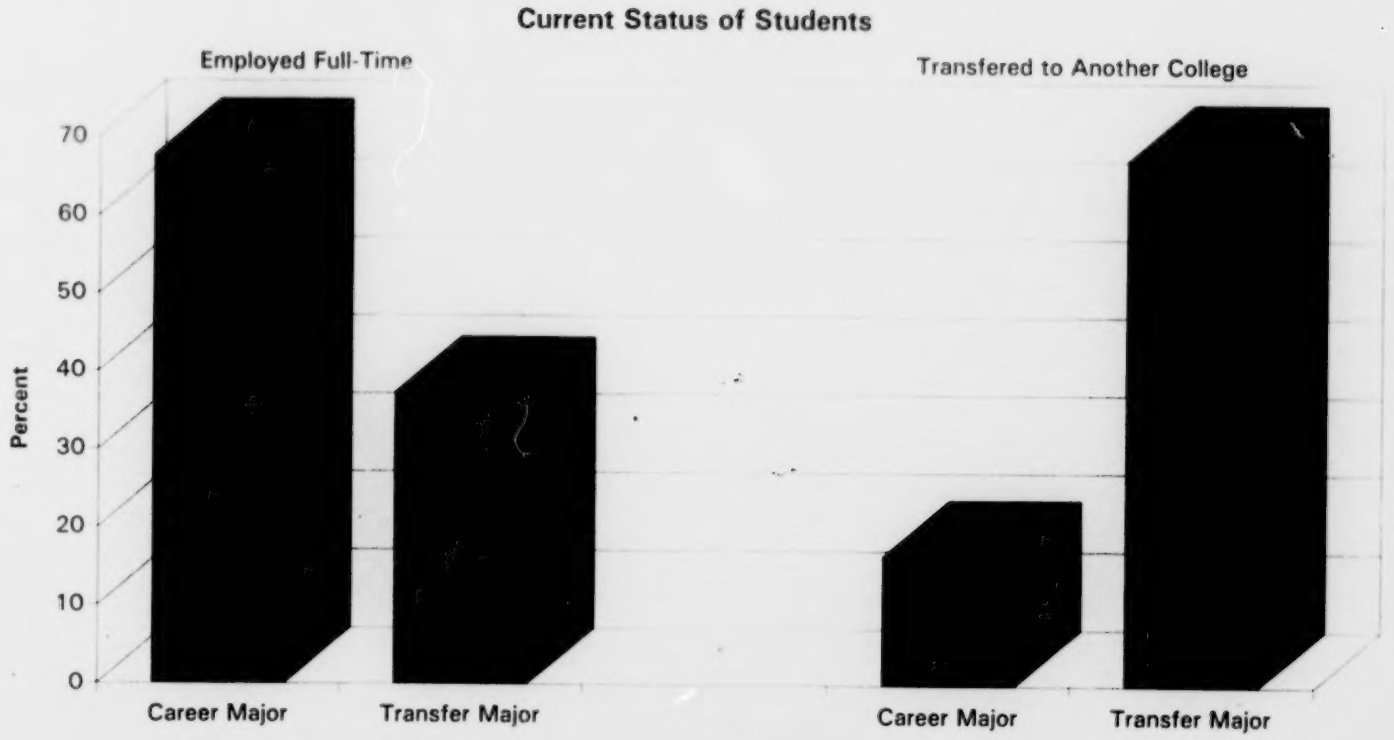
Among seven different cognitive skills listed in the survey, the most frequently used skill in their current situation was problem solving. This skill was used fairly often. The only other skill used more than occasionally was reading reports and books. The other five skills were used occasionally. They were summarizing reading, writing reports, writing letters or memos, drawing conclusions from meetings or reports and making decisions as a result of reports or meetings. The vast majority of these graduates (85-95%) reported they were well prepared in each of these skill areas. It should be pointed out that these graduates would have developed these skills through all of their life experiences, not just through certain classes at Harper College.

Discussion of Results (cont'd)

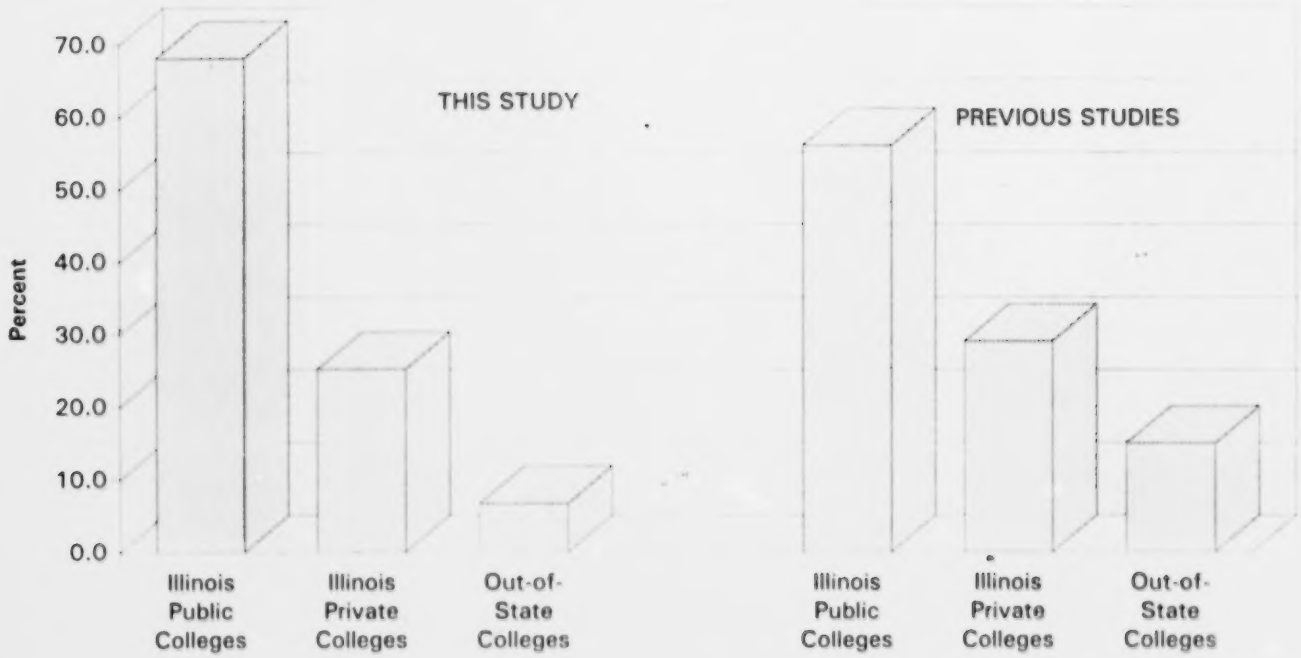
Students were asked how they flowed through the assessment and English requirement system and how they experienced this system. The majority (60%) took assessment and were placed directly into the English 101 and 102 sequence. Some 22 percent took their English requirements somewhere else and thus avoided assessment and placement. Another 10 percent took the assessment test and were first placed in remedial English before moving on to pass English 101 and 102. Some 5 percent were placed directly into English 102 and passed while the last 3 percent followed miscellaneous paths. This finding is in contrast with the statistics that about a third of those taking assessment tests are placed in remedial English and reading. Since this survey sample was all graduates, what this infers is that those who are placed in remedial English and reading are much less likely to graduate than those placed directly into English 101 and 102.

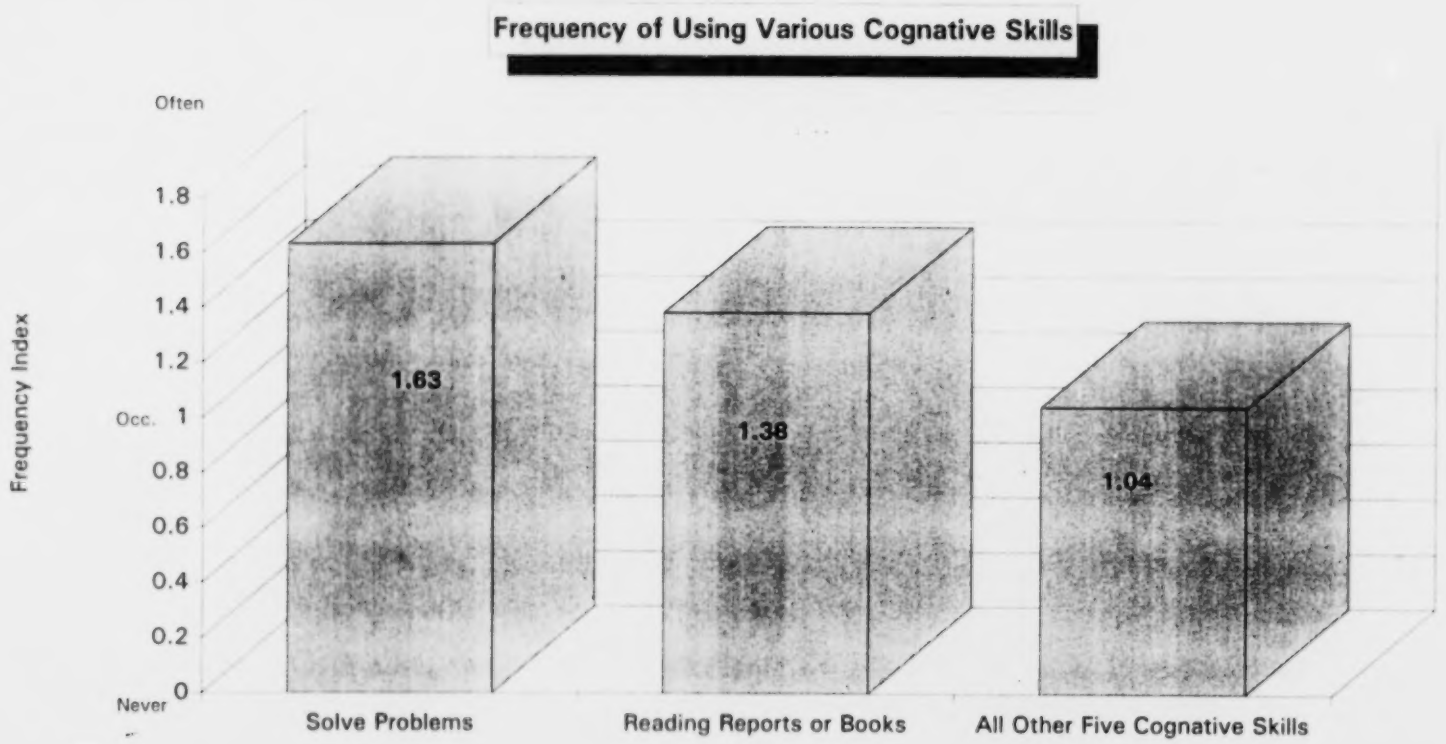
Upon graduating, these former students had a unique place of perspective for judging how fair they thought their placement in English was and among those placed directly into English 101 and 102, 95 percent judged this placement was fair. This was in stark contrast to those placed into remedial English and reading where 57 percent perceived this as a bad decision.

Some 84 respondents wrote general comments at the end of the survey with 40 of these being very positive statements about their experience at Harper. Unfavorable experiences were described by 14 respondents and 15 people made comments about the way they responded to or interpreted the survey. Another 9 persons described their present situation. Finally, 6 offered suggestions, 2 thought English should emphasize more outlining, organizing and writing reports. Another student thought there should be more hands-on training and more emphasis on organizational and interpersonal skills. A fourth person thought there should be more focus on grammar usage while a fifth person said Harper should offer more math refreshers. The last comment was the most insightful. This student graduated first in her high school class and was a 4.0 GPA graduate of Harper College. She now attends a private college in the area and explained that she was not as well prepared for literary analysis as she needed to be. Other students she met voiced similar concerns and none of them attended Harper college. She wondered if this lack was produced in the earlier education process.

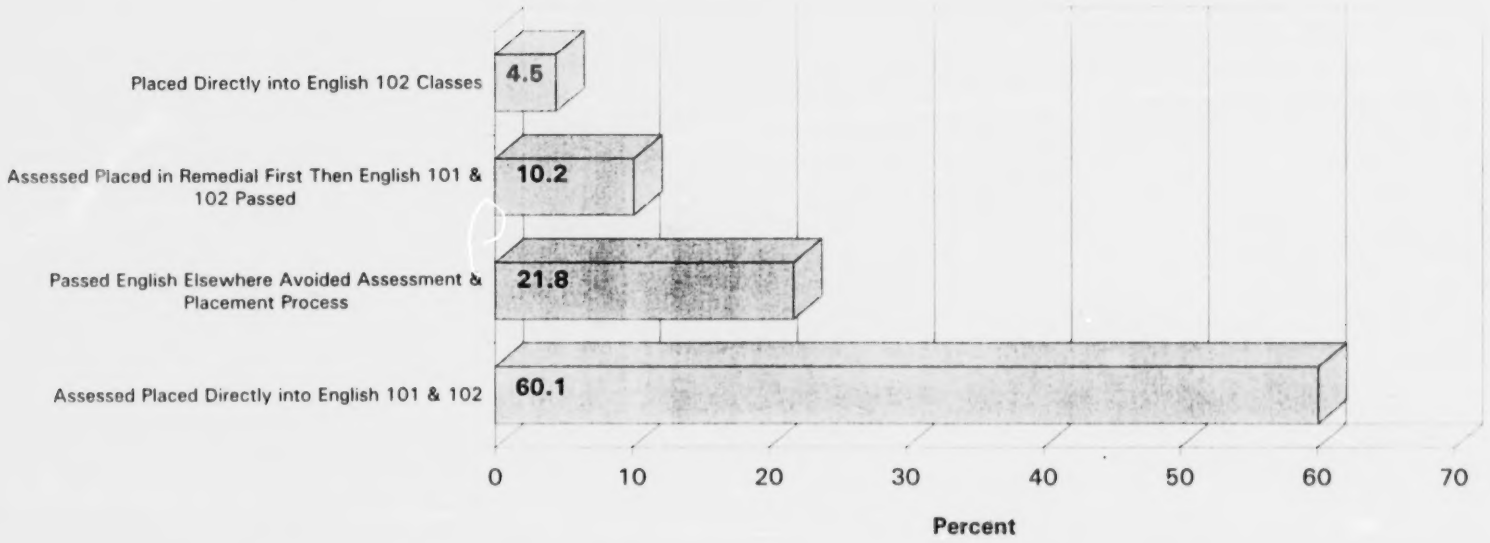

Current Status of Students
Employed Full-Time
Transfered to Another College
Percent
70
60
50
40
30
20
10
0
Career Major
Transfer Major
Career Major
Transfer Major

Where Students Transfer




Frequency of Using Various Cognative Skills
Often
1.8
1.6
1.4
1.2
Occ. 1
0.8
0.6
0.4
0.2
Never 0
Frequency Index
1.63
1.38
1.04
Solve Problems
Reading Reports or Books
All Other Five Cognative Skills

How Graduates Met English Requirement



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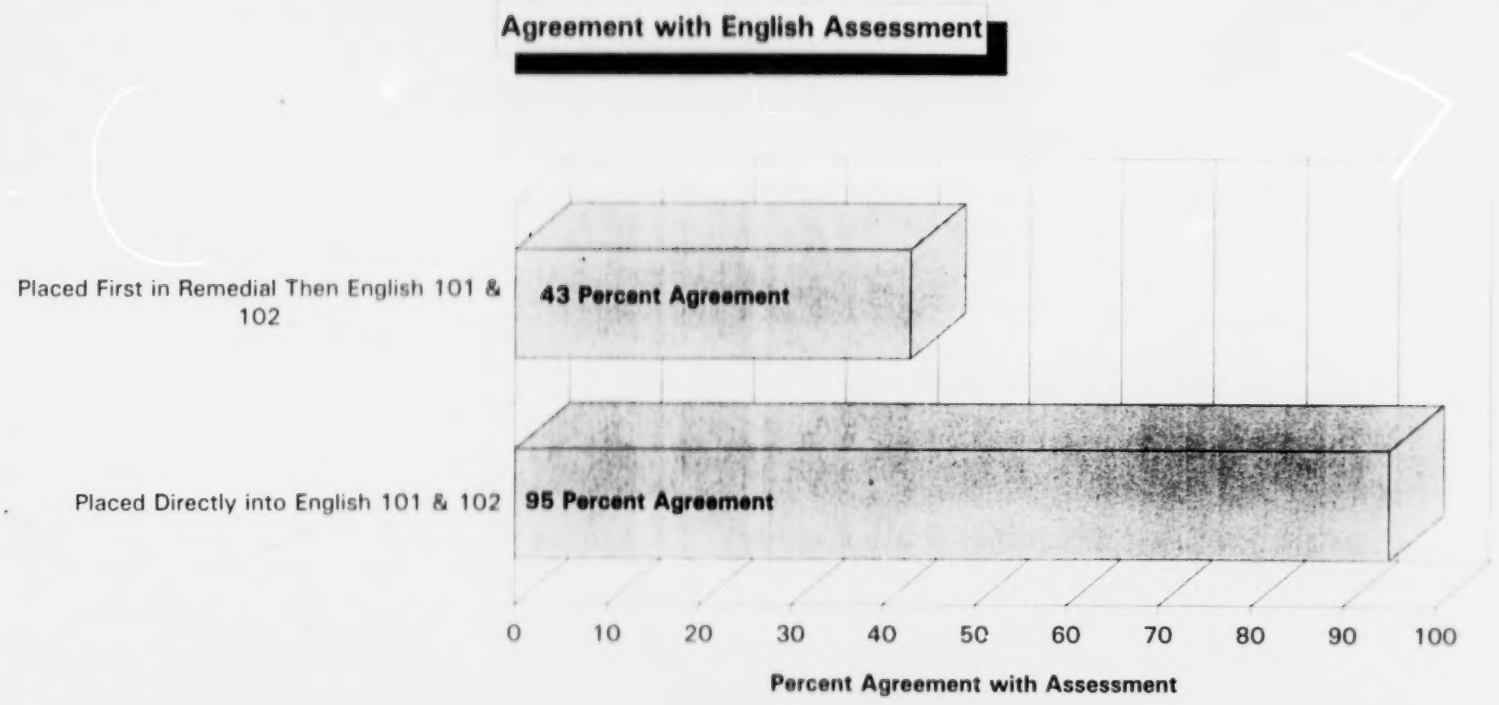
Agreement with English Assessment
Placed First in Remedial Then English 101 & 102
43 Percent Agreement
Placed Directly into English 101 & 102
95 Percent Agreement
0
10
20
30
40
50
60
70
80
90
100
Percent Agreement with Assessment

Follow-up of Recent Harper College Graduates

Present Situation	Career Majors at Harper N	Career Majors at Harper of 145	Transfer Majors at Harper N	Transfer Majors at Harper of 226	Total N	Total of 374
- Employed full time	98	67.6	84	37.2	184	49.2
- Employed part time	27	18.6	61	27.0	88	23.5
- Enrolled in college full time	17	11.7	127	56.2	144	38.5
- Enrolled in college part time	7	4.8	25	11.1	32	8.6
- Unemployed - searching for job	8	5.5	8	3.5	17	4.5
- Unemployed by choice	6	4.1	9	4.0	15	4.0

Frequency with which graduates perform various skills and degree to which they felt prepared in these areas

Skill	N	Frequency Index*	N	Percent Who Felt Well Prepared
- Solve problems	339	1.63	307	94.8
- Reading reports or books	345	1.38	292	93.2
- Summarizing reading	341	1.14	263	92.4
- Writing reports	347	1.13	273	87.5
- Writing letters or memorandums	341	1.00	233	85.0
- Draw conclusions from meetings/reports	335	.98	224	90.6
- Make decisions as a result of meetings/ reports	336	.96	224	88.8

* Frequency Index: 2 ≡ Often
1≡ Occasionally
0≡ Never

Colleges Attended after Leaving Harper College

Illinois Public Universities/Colleges	N	PCT
- Northern Illinois University	46	41.5
- Northwestern Illinois University	18	16.2
- Illinois State University	15	13.5
- Southern Illinois University	7	6.3
- Western Illinois University	7	6.3
- University of Illinois - Chicago	5	4.5
- Eastern Illinois University	4	3.6
- University of Illinois - Champaign	4	3.6
- McHenry Community College	2	1.8
- College of Lake County	1	.9
- Elgin Community College	1	.9
- College of DuPage	1	.9
Sub-Total	**111**	**68.1**
Illinois Private Colleges/Universities		
- Roosevelt	9	5.6
- DePaul	8	4.9
- Elmhurst	5	3.1
- National Louis	4	2.5
- Columbia College	4	2.5
- Lake Forest College	2	1.2
- DeVry	2	1.2
- Chicago College of Pharmacy	1	.6
- Ray College of Design	1	.6
- Bradley	1	.6
- Loyola University	1	.6
- Wheaton College	1	.6
- Northwestern University	1	.6
- Lewis University	1	.6
Sub-Total	**41**	**25.2**

College Attended After Leaving Harper College (continued)

Out-of-State Colleges and Universities		
- University of Iowa	2	1.3
- Midwestern University	2	1.2
- University of Michigan	2	1.2
- Southwestern Missouri State	2	1.2
- University of Wisconsin/Madison	1	.6
- Carthage	1	.6
- University of Southern California	1	.6
Sub-Total	**11**	**6.7**
Grand Total	**163**	**100.0**

Major in College to Which Transferred

Business Related Fields	N	PCT	Sub-Totals N	Sub-Totals PCT
			40	23.3
Business	10	5.8		
Finance	6	3.5		
Accounting	6	3.5		
Management	5	2.9		
Marketing	4	2.3		
Economics	3	1.7		
Commercial Services	1	.6		
Advertising Design	1	.6		
Hotel Administration	1	.6		
Fashion Merchandising	1	.6		
Safety	1	.6		
Human Resource Mgmt.	1	.6		

Liberal Arts Fields	N	PCT	Sub-Totals N	Sub-Totals PCT
			27	15.7
English	5	2.9		
Organ. Comm.	3	1.7		
Graphics Design	3	1.7		
Liberal Arts	3	1.7		
Art Illustration	2	1.2		
Music	2	1.2		
Journalism	2	1.2		
Communications	1	.6		
Cinematography	1	.6		
Foreign Languages	1	.6		
Spanish	1	.6		
Mass Comm.	1	.6		
Art	1	.6		
Philosophy	1	.6		

Social Sciences	N	PCT	Sub-Total N	Sub-Total PCT
			39	22.7
Psychology	14	8.2		
History	6	3.5		
Sociology	5	2.9		
Political Science	5	2.9		
Social Work	4	2.3		
Criminal Justice	3	1.7		
Anthropology	1	.6		
International Relations	1	.6		

Science & Math	N	PCT	Sub-Total N	Sub-Total PCT
			13	7.5
Computer Sci.	5	2.9		
Biology	5	1.7		
Statistics	1	.6		
Chemistry	1	.6		
Math	1	.6		
Zoology	1	.6		
Geology	1	.5		

Education Fields	N	PCT	Sub-Total N	Sub-Total PCT
			32	18.6
Elementary Education	13	7.6		
Physical Education	5	2.9		
Education	4	2.3		
Secondary Education/ English	4	2.3		
Special Education	3	1.7		
Secondary Education/ Math	1	.6		
Secondary Education/ Technology	1	.6		
Early Childhood Educ.	1	.6		

Health Related Fields	N	PCT	Sub-Total N	Sub-Total PCT
			12	7.0
Athletic Training	3	1.7		
Nursing	3	1.7		
Pharmacy	1	.6		
Speech Path	1	.6		
Health Care Mgmt.	1	.6		
Physician Asst.	1	.6		
Communicating Dis.	1	.6		
Kinesiology	1	.7		

Major in College to Which Transferred (cont'd)

Other Fields	N	PCT	Sub-Total N	Sub-Total PCT
			3	1.7
Home Economics	1	.6		
Plant & Soil Science	1	.6		
Golf Course Mgmt.	1	.5		

Engineering & Technology	N	PCT	Sub-Total N	Sub-Total PCT
			6	3.5
Industrial Tech	3	1.7		
Mechanical Engr.	1	.6		
Record Engr.	1	.6		
Engineering	1	.6		

GRAND TOTAL	N	PERCENT
	172	100.0

Experience with Assessment and Placement in English Courses

	N	PCT
- Took assessment test and was placed directly into English 101 and 102 and passed both	212	60.1
- Took English elsewhere - did not need to take assessment	77	21.8
- Took assessment test and was first placed into Remedial English and then later passed both English 101 and 102	36	10.2
- Was placed directly into English 102 and passed	16	4.5
- Took English as a Second Language first and was placed directly into English 101	4	1.1
- Was placed directly into English 101 without assessment test	3	.8
- Tested out of all English requirements	1	.3
- Took only English 101 for AAS degree	1	.3
- Did not take English test - does not have a degree yet	1	.3
- Took assessment test first time was placed in Reading - took assessment test second time was placed directly into English 101	1	.3
- Placed into business writing	1	.3
Total	353	100.0

How Students Felt About How They were Placed In English 101 and 102

	N	PCT
- Being placed directly in English 101 was a good decision/students passed with a "C" or better	220	76.1
- Being placed in Remedial English was unfair and a waste of time	22	7.6
- Being placed in Remedial English helped student to succeed in English 101	18	6.2
- Being placed directly into English 102 was good decision	7	2.4
- Being placed directly into English 101 was not a good experience as student struggled.	4	1.4
- English 101 and 102 did not cover all the skills student needed	4	1.4
- Moving from ESL to English 101 and 102 was a good decision	4	1.4
- Student felt they should have been placed directly into English 102	3	1.0
- Student was placed directly into English 102 and it was a bad experience	2	.7
- Felt everyone should be able to take English 101 directly if they want to	2	.7
- Good experience with Honors English 101 and 102	2	.7
- Student felt they should have tested out of both English 101 and 102	1	.4
Sub-Total	289	100.0
- Took English somewhere else so was not placed	77	21.0
Total	366	

GENERAL COMMENTS

- I enjoyed Harper's offerings thoroughly.
- Too easy of a school compared to NIU - need to make test a little harder so that when students go to a four-year college it is not a total shock.
- I thought that finding a decent job after graduating Harper would be easier. I am trying very hard to get employed in my area of study. Hopefully, I will soon find good work where I can put more of the skills above to the test.
- The professors at Harper were excellent - they were really easy to confront.
- Took 102 at Harper and passed easily.
- I would like to thank Harper College for the two years of excellent education that it provided. I will always use the skills I learned while attending Harper. Thanks!
- I believe the English program should deal with how to form, place together, and write reports then stress other elements which are taught.
- I feel that most of this questionnaire does not apply to me as I already hold a bachelors degree. I completed a certificate at Harper as an accounting clerk in hopes of enhancing my employability. So far, I have not secured employment, although I feel I gained from completing the coursework, personally, if not otherwise. I especially feel that the two semesters of Basic Accounting were rigorous and worthwhile. Within the next few weeks I plan to see if I can make use of any of the facilities at the Women's Center to further my job search. I understand that there may be facilities at the Northeast Center that I would use as well.
- Reading 99 did nothing to help.
- I feel English 102 needs to be re-examined in how the course is presented and expectations redefined. I took this as an evening class and feel the instructor's expectations fluctuated too often and his terms for the research paper well beyond that of what is expected for this level course. The class was conducted more on a "graduate level" with little to no lecture or prepared-ness for exams.
- Harper is a great school.
- This survey is poorly put together!
- My professor for English 101 and 102 was Barbara Hickey and she was an excellent teacher. I enjoyed those classes so much I enrolled in an additional literature class presented by her. Hold on to her - she is the best.
- At Harper College I encountered one of the very best English teacher I have ever had -- Mrs. Judy Kaplow. Thanks to her I left Harper College informed and inspired. Thank you!
- I think having the same teacher for 101 and 102 also helped me out.
- I think Harper is an excellent college that put me in a great position to further my education. I have had many wonderful instructors who have taught me more than to be book smart, including Mr. Brennan (ECON), Mrs. Becker (AST), Mrs. Rice (MTH), Mr. Held (ACC), Mr. Grasse (MTH), and Mr. Gordon (MGT).,
- I think I should have been placed directly in English 101 but I did not take the test well, the Remedial Reading class did not count in my GPA.
- I am currently enjoying my major at Elmhurst and plan to graduate in May of next year.
- I have worked orientation at Harper College for 3 years and found that although some students were placed below the ENG 101 level, that when they did make it to ENG 101, they were better prepared and more confident.
- I was very unhappy with the tech/prep program.
- I wish Harper was a 4-year college. The teachers there care and try to help their students succeed. At NIU, the teachers cannot teach, they don't care and write their tests to make them impossible. NIU is a complete rip-off and I am miserable there.
- Not yet employed in field of study.
- I took my English classes at another community college.
- I have always had good reading and writing skills, probably formed in grade school. The decision making and problem solving skills that I use I acquired through the Nursing Program at Harper.
- The section on skill area is not necessarily an indication of the quality of the classes I took at Harper. I did not attend Harper directly out of high school.
- Need to teach more relevant criteria such as hands-on training, organizational skills, interpersonal skills, etc.
- I was supposed to take RDG/099 because of a placement test score; however, I was over ridden because of my ACT score. It was never taken off my record and every single time I ever tried to register for a class I was given a run-around about the reading class. It lasted 5 semesters and was a big hassle.

GENERAL COMMENTS (cont'd)

- I received A's in Remedial Reading/English - did not need it.
- Either make extreme improvements or else eliminate coordinated studies. I feel completely unprepared. I do not think students should be able to take it more than once.
- English 101 was too easy. I should have been placed in ENG/102.
- Credit to good teachers - Les Basso, John Shola, Sid Jackson and Guido Norini.
- The experience I had at Harper was wonderful. It truly prepared me for my final few years of school.
- Harper is a very good school. I liked it better than Western. The teachers are the best part and really get you involved. Thanks!
- Harper is a beautiful college but one big thing that the advisors need to help students with is if they know their major they should be taking classes that will benefit them at their next school, i.e., State certification required for teaching.
- I am very glad I went to Harper because it prepared me for my 4-year school.
- Thank you for great training to succeed.
- I enjoyed Harper very much. It was well organized and teachers were excellent. Very unlike NIU.
- I feel the English Program at Harper well prepared me for my further education and work experiences.
- I enjoyed Harper - I felt that I was at an advantage being in smaller classes and I really miss that since I transferred to NIU.
- I enjoyed my time at Harper College and I frequently talk about what a good school I believe it to be. I learned a lot in my classes, and my teachers were excellent. Thank you!. Being an art student, I am not required to do many of the above.
- Since I arrived at Harper in 1990 to get my HS diploma (GED) I have become addicted to the atmosphere at Harper College and went on to receive an AAS Degree. Harper College has turned my life around.
- I was only at Harper for a semester and a summer then graduated. I enjoyed all of my small classes compared to mass lecture.
- The check marks between well prepared and not well prepared indicate an average rating.
- Math was bad - being placed in a remedial class - even without a class - who wants to go to a hard class - if you want to call it a class - and do it on your own and pass it! Put those classes into a classroom with a real teacher and not aides - MTH050, 052, 060, etc. Thank you!
- Harper was a good starting point with fun classes - I wish it was a four-year school.
- I am glad Harper offers classes like this one to help students advance. But, I felt unfairly placed into a class not meant for me. I admit I never used the skills taught to me. I continued my education at Harper and got admitted into the Dental Hygiene Program which is a very difficult program to get into. Maybe students should get offered another chance before being placed. The day the placement test was taken was an orientation. I felt pressured being time to finish that part and the whole day was a new experience for me - therefore, making it difficult for me to perform my best. Many students have to pay for their tuition and work. This class or test should be reevaluated for students who may not really need to be there. I felt it was time not well spent or money for that matter.
- Need more help in finding legal secretarial job downtown rather than one job suggested by school counselor - that position was too far from residence.
- Have been out of school a long time - 20 years - it was like a whole broad new experience.
- I think Harper College is a great school and I am glad that I included Harper in my choices of preparatory college work.
- Had a good, strong teacher - especially Mrs. S. Bloom.
- English 101 and 102 completed at another college and accepted at Harper. Looking forward to a survey like this from the Nursing Department where my degree is from.
- I took my required English at another college - this does not apply to me.
- If you don't use the things/skills you learned in college you cannot remember them, especially basic math! I wish they would offer more math refreshers! Not just Tuesday, when I work.
- Great program, easy hiring when employers find out where I graduated from.
- These last two questions do not apply to the Certificate Program which I completed.
- I enjoyed my experience at Harper and I wish you had a four-year degree program.
- ENG/101 and 102 did not review grammar usage - most people struggle with grammar.
- I enjoyed going to Harper very much.
- I had a BA when I enrolled at Harper and did not take any English courses at Harper.
- Need to learn more writing skills while at Harper - was not prepared to write so many papers.
- Regarding question 11 about the way we were placed in English - It was demeaning!
- Took a reading course to improve my skills in comprehension.

GENERAL COMMENTS (cont'd)

- Was not well prepared with letter writing skills due to the English Department which were horrible classes. Feel that other classes taken at Harper outside of the English Department helped with that.
- Harper was a good experience and start of my college years.
- In the degree of preparedness section, an additional column should be added to specify a moderately prepared skill -- some of my answers would have fallen in that column instead of being pushed into the "well prepared" column.
- I am finding that I am not as well prepared for literary analysis as I thought I was - many of my classmates expressed the same concern and none of them come from Harper - perhaps the problem lies with earlier education.
- I really appreciate the education that Harper gave me. Harper is very close to my home and it does not take much money. Now I want to go to a 4-year university but they are expensive and very far away. I am kind of sad that I cannot afford to go there.
- Currently working part time not in career field - still pursuing educational goals. I will return to finish degree in summer school at Eastern Illinois University.
- Harper College did a great job in preparing me for a four-year university. I would recommend Harper to anyone who was interested.
- William Rainey Harper College, in my opinion, was the perfect step for me in achieving my goals. Thanks to all the staff.
- I love Harper College - it prepared me for a four-year college that I never would have attended without the influence of Harper.
- Placement not applicable since I attended 4-year school prior to Harper.
- When I graduated from the Nursing Program in 1994, I already had a BA in Psychology from 1981, and two Associate Degrees from Harper in 1975.
- I enjoyed my Harper Experience. I also plan to attend future evening classes to expand on certain areas that U of I does not offer.
- Was in Fashion Design Program at Harper - did not teach reading or writing skills.
- I enjoyed attending Harper and felt that it was more than worthwhile to commute from Rockford to Harper. I was a student in the Legal Technology Department. I feel that it was one of the best choices I have made. I also have referred several students to Harper. Having attended Rock Valley College and the University of Iowa I feel that I have a good idea of different types of campuses and college life. Harper, rather its staff, including teachers and administration went out of their way to insure that I was getting the most out of my education. At Harper, I was very happy, although I attended school and worked full time. Every minute at Harper will be a good memory.
- I worked for Centel and when Centel merged with Sprint, I retired early and I am currently looking for a job. I filled this out using my job experience as my experience at Doane. English is required in today's business world and all students should have it. It is required for communication. Many of Doane's courses require verbal and written communication.
- My experience at Harper College has made a positive impact on my life.

APPENDIX

- Survey Instrument

- Cover Letter

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398
708-397-3000

Spring 1995

Dear Harper Graduate:

We are following up on recent Harper College graduates to see what they are doing and how they evaluate their Harper College experience. This will help us evaluate ourselves and make appropriate improvements. Since you are a part of a sample number of graduates, it is important that everyone receiving this survey respond.

Please take a few minutes out of your busy schedule to complete the enclosed survey instrument and return it in the self-addressed envelope provided for your convenience. Any information you supply will be used only in combination with responses from other students. The number on the survey allows us to remove your name from the list so that you will not be bothered with a second mailing or a follow-up telephone call on this survey.

Thank you in advance for your cooperation and good luck to you in your future endeavors.

Very truly yours,

John A. Lucas

John A. Lucas, Director
Office of Planning and Research

jc
Enclosures

FOLLOW-UP OF RECENT HARPER COLLEGE GRADUATES

1- What is your present situation? Check (x) all that apply.

_____ A. Employed full time
_____ B. Employed part time
_____ C. Enrolled in college full time - Major_____ College_____
_____ D. Enrolled in college part time - Major_____ College_____
_____ E. Unemployed but searching for a job
_____ F. Unemployed by choice

If you are employed or enrolled in college, please indicate for each of the skills listed, how frequently you use these skills and how well you feel prepared in these skill areas.

	Frequency Skills Used Check (x) one column for each skill			**Degree of Preparedness** Check (x) one column for each skill		
Skill Area	**Never**	**Occasionally**	**Often**	Well **Prepared**	Not well **Prepared**	Not **Applicable**
2- Writing Reports	____	____	____	____	____	____
3- Reading reports or books	____	____	____	____	____	____
4- Summarizing reading	____	____	____	____	____	____
5- Summarizing meetings or conferences	____	____	____	____	____	____
6- Writing memos or letters	____	____	____	____	____	____
7- Draw conclusions from meetings or reports	____	____	____	____	____	____
8- Make decisions as a result of reports or meetings	____	____	____	____	____	____
9- Solve problems	____	____	____	____	____	____

10- When you were enrolled at Harper College you took an assessment test for Reading and English and then were placed in an English course accordingly. How were you placed? Check (x) one.

_____ A. Was placed first in Remedial English and/or English and then later passed English 101 and 102.
_____ B. Was placed directly in English 101 and 102 and passed both.
_____ C. Other experience - Specify:_____
_____

11- How do you feel about the way you were placed in English? Check (x) all that apply.

_____ A. Being placed in Remedial Reading/English was unfair and a waste of time.
_____ B. Being placed in Remedial Reading/English helped prepare me to succeed in English 101.
_____ C. Being placed directly in English 101 was not a good move as I struggled to pass English 101 and 102.
_____ D. Being placed directly in English 101 was a good decision and I passed with a "C" or better.
_____ E. Other experience - Specify:_____
_____

12- Other Comments:_____
_____
_____
_____

Operational Staff:

Janice Cook, Administrative Secretary
Karla Hill, Research Clerk
Susannah Swift, Clerk
Donna Woodruff, Clerk
Linda Goers, Clerk

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398

Office
of
Planning
and
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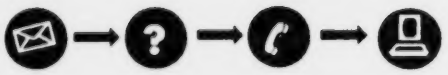

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